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AUTHOR	Richardville, Jerry; And Others
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ABSTRACT

A system for aiding students at Tallahassee Community College in using the Career Information System in vocational planning was developed. The system allows the students to serve themselves with minimum counselor intervention. In behavioral terms, the system should enable the student to: (1) place himself in one of the six client categories; (2) assess his attitudes, abilities, interests, preferences, physical and social characteristics; (3) locate current information relevant to his needs; (4) identify various realistic alternative plans; (5) list the alternative in a hierarchy of preference; (6) choose from the hierarchy alternative plans to pursue; (7) identify steps necessary in taking action to achieve goal; and (8) recognize the need to review plans and goals periodically to check progress. The progression of the steps through which the student goes at the CIC are outlined. Recommendations are given in relation to reorganization of materials at the CIC, resource people, testing, publicity, and costs. Appendixes provide: General Guide to TCC:CIC Induction, General Outline of Pamphlets, Decision-Making Model Script, CIC Experience Evaluation Sheet, Self-Assessment Checklist, and Future Group Guide. (DB)

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A DECISION-MAKING SYSTEM FOR THE CAREER INFORMATION CENTER AT TALLAHASSEE COMMUNITY COLLEGE

By

Jerry Richardville

Jo Ann Partridge

Maryann Kinzer

Larry Benson

JC 730 225

Submitted in Partial Completion of Requirements for COU 553
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PREFACE

"As fledgling experts in the creative designs of learning experiences for clients,"[1] our group task has been the identification of a decision-making model for utilization in vocational planning -- specifically by students at Tallahassee Community College (TCC). A sister-project in this effort has been submission of a proposed system for reorganization of the existing Career Information Center (CIC), which is currently housed in a small room within the counseling suite.

To these two main endeavors, the members of this team have addressed ourselves in the hope that our blood, sweat, tears and time will be of some practical help, however minute, in the not-too-distant future...

Larry Benson
Maryann Kinzer
Jo Ann Partridge
Jerry Richardville

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[1]Drs. Reardon and Chick Spring Quarter Course Overview

THE SITUATION

The situation as presented to our team by the Director of Counseling at TCC includes the following:

-- At present, there exists within the CIC no system for dispensing career information to those seeking it. Students find themselves overwhelmed in the room and are left to their own initiative.

-- Students need a method for finding information on their own, as the counselors lack time to assist in their search for materials.

-- Counselors expressed a desire for suggestions about how to make the Center more appealing to students, in addition to publicizing its existence and purpose.

-- Many students appear to lack effective decision-making skills and awareness, and could conceivably be assisted by presentation of a decision-making model, geared to the young, and specifically aimed at vocational/educational planning.

-- New evaluative tools are needed for self-assessment.

TEAM PHILOSOPHY

The orientation of the project reflects a certain attitude or philosophy of decision-making in general and vocational-career decision-making in particular.

Our Team feels that sound decision-making involves three major conditions: that the person have a realistic idea and knowledge of himself, i.e., his personality, interests, abilities, etc.; that he have organized, timely and accurate information available to him in a way which he can use effectively; and that assistance or intervention be rendered to him in gaining this self-knowledge and in using available information.

It is this perspective that has guided our approach to setting up optimum conditions for decision-making.

METHODOLOGY

The methodology of our team entailed the following: With the assistance of the Director of Counseling and her staff at Tallahassee Community College, our team has employed the steps suggested in the Hasford and Ryan Systems Approach to Problem Solving, as published in Personnel and Guidance Journal, November, 1970.

Each team member initially was given definite assignments for researching and developing different aspects of the project. The individual assignments were then critiqued and integrated by the total group.

PROJECT GOALS

Our team established the following as its priority project goals:

1. To make TCC students aware of the location and

function of the CIC, and to stimulate them to make use of its resources.

2. To organize the materials of the Center so they can be easily found and used by the students.

3. To provide a system for using the CIC with a minimum of counselor intervention, but which could meet the needs of the students.

4. To help students make useful and satisfying decisions regarding educational/vocational plans.

THE SYSTEM

Primarily, the recommended System is one in which students who require minimal, specific help can serve themselves. This allows TCC Counselors and resource persons more time to devote to individualized, personal attention to students who need such assistance.

During Induction (Step 2), students sort themselves according to instructions received through use of 3-M sound on film. While in the "triage area", students find out where they are, what their needs are and how to locate the types of information or assistance desired. Those students with less complex needs, or who are searching for specific information, are directed to helpful resources within and without the CIC.

Students who are unsure of themselves, have nebulous or no career/vocational goals, are uninformed or unpracticed about the principles of reaching sound decisions, are

referred to the Decision-Making Model (Step 3), contained in 3-M slide tray number two.

Two assessments are performed by students at Step 4; a self-assessment and one of the CIC. Students who have had their needs satisfied, may exit from the System. Those requiring additional help see a counselor and present both assessment checklists. The Self-assessment Checklist particularly provides a point of departure from which the counselor and student may explore more deeply the student's problem(s) and needs (Step 5).

Depending upon the decisions made in concert by the counselor and student, the student may participate separately or simultaneously in more individual counseling, the Career Planning Course, individualized testing and Future Groups (Steps 5a--5d).

Hopefully from these experiences, students will have made at least some tentative career/educational decisions when they reach the second assessment (Step 6). Another assessment is made by the student about himself and the CIC. If his <u>self-assessment</u> indicates the CIC has fulfilled his needs and can be of no further help at this time, he may exit; otherwise, he is urged to recycle to the appropriate Step depending upon his individual needs.

Although the counselor's first intervention occurs at Step 3 for unsure or undecided students, any student

may see a counselor at any time as he progresses through the System.

Feedback loops are built into the System at Steps 4 and 6 so these assessments of the CIC can be evaluated and utilized in improving the System.

For additional information about the components of the System--i.e. pamphlet description, slide scripts, future groups, and checklists for evaluative purposes see attached appendices.

Evaluation

Evaluation of our system will be provided through the CIC Experience Checklist and the Self-Assessment Checklist filled out by all clients participating in the CIC Experience. It is felt that through the students' replies and suggestions, needed modifications and changes can be identified and subsequently implemented.

It is also recommended that suggestions for improvement be solicited from the faculty and student body at large, for they are aware of the needs they have that are not being met. This could be conducted through use of questionnaires, studies and articles in the student newspaper.

We feel that the System should be implemented for a six-month pilot period. At the end of this time an

evaluation would be performed and appropriate modifications made. Subsequent evaluations at six-month intervals are strongly recommended.

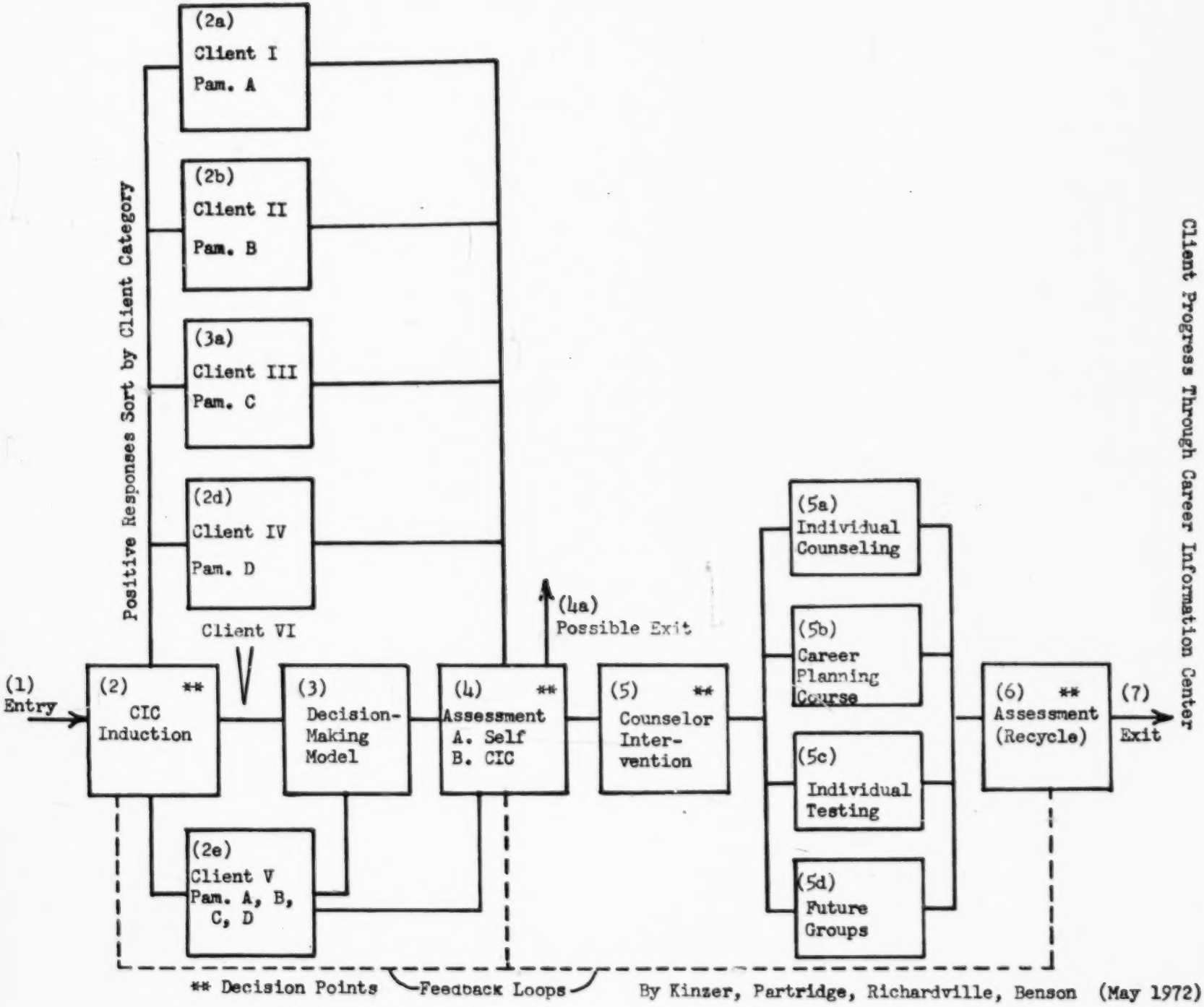
BEHAVIORAL OBJECTIVES

In behavioral terms, the System should achieve the following minimal objectives. The student will be able to:

1. Place himself in one of the six client categories.
2. Assess himself--his attitudes, abilities, interests, preferences, physical and social characteristics.
3. Locate current information (personal, educational, vocational) relevant to his needs, as he sees them.
4. Identify various realistic alternative plans, arrived at as a result of his self assessment and information gathering.
5. List these alternatives in a hierarchy, from most preferred to least preferred.
6. Choose from among this hierarchy as to which alternatives he plans to pursue.
7. Identify the steps necessary to begin carrying out the actions necessary to achieve his goal.
8. Realize the need to review his plans and goals periodically to see if he is heading where he really wants to go

A FLOWCHART

Client Progress Through Career Information Center


(2a) Client I Pam. A
(2b) Client II Pam. B
(3a) Client III Pam. C
(2d) Client IV Pam. D
Positive Responses Sort by Client Category
Client VI
(2e) Client V Pam. A, B, C, D
(1) Entry
(2) ** CIC Induction
(3) Decision-Making Model
(4) ** Assessment A. Self B. CIC
(4a) Possible Exit
(5) ** Counselor Intervention
(5a) Individual Counseling
(5b) Career Planning Course
(5c) Individual Testing
(5d) Future Groups
(6) ** Assessment (Recycle)
(7) Exit
** Decision Points
Feedback Loops

By Kinzer, Partridge, Richardville, Benson (May 1972)

CLIENT PROGRESS THROUGH TCC
CAREER INFORMATION CENTER

(1) Entry - Students are referred by Faculty Advisers, parents, teachers, peers, counselor, or self. He appears in Counseling Center, indicates desire to find out something about jobs/careers or universities. Needs information. He is directed to CIC and is shown how to operate 3-M Slide-Film Projector.

(2) Client watches slides. After brief introduction, is told how the CIC system is to help him; is asked series of questions about where he is. As soon as client gives a positive response, he begins to sort himself and is told where to go for the information, or assistance, he wants.

Job/career bound through Education. Has goals, Needs means.

(2a) Client I - Looking for a 4-year college or university. He knows what career/job he wants, but needs information about the colleges which offer courses and degrees in his planned career/job. He is directed to pamphlet "A" which gives specific considerations and directions about how to search the center and other sources.

(2b) Client II - Knows what he wants as a career/job and knows what 4-year college or university he plans to attend. Needs information about a

specific college (costs, housing, courses, locale, etc.) He is directed to pamphlet "B" which outlines considerations and how to find in the CIC what he wants to know.

Job/Career bound through Job. Has goals, needs means.

(2c) Client III - Knows the general area or field he wants to enter, but may be unaware of the need for more education to get it. He is directed to pamphlet "C" which gives considerations and information where he may look for help in pinning down a specific career.

(2d) Client IV - Knows the specific job/career he wants to enter, but may be unaware of the need for more education to get it. He is directed to Pamphlet "D" which gives considerations and a guide for locating the information he wants.

His or society's needs changing.

(2e) Client V - This client knows he needs retraining or more education to achieve his job/career goals because of changing job requirements, new jobs, jobs closed, has experienced physical handicap. If he can place himself in one of the above four categories, he will be directed to the appropriate pamphlet. If not--he will be directed to the Decision-Making Model--Step 3.

Client VI - This client has no goals either education or job/career; he has no knowledge, and has made no decisions. He has the means (education) but no end (goal). Since he would have no positive responses until the end of the "induction" set of slides/sound, he would be referred to the next set of slides (tray 2) in which he would find a decision-making model which would expose him to how to make decisions in general and job/vocational/career and educational decisions in particular.

(3) Decision-Making. Slide/sound presentation on decision-making in general and specifically about job/career, educational/curricular. All Client VI's and some Client V's would see model. Model would be optional for other Clients.

(4) Assessment - All clients would pass through the evaluation step. They would assess themselves in light of where they are, what help they still need, where they are going (if they know) etc.

(4a) Those who have positive responses/feelings, may exit. Others would go to step 5. All clients would do brief evaluation of the process/program thus far. Their evaluations would provide feed-back into the system so it could be

improved or changed to better suit clients' needs.

(5) Counselor Intervention - Clients who still have needs, either for information or assistance from a counselor proceed to step (5) for a personal interview. As a result of where the client is, he and the counselor would arrive at a decision which would result in the client entering one or all of steps (5a, 5b, 5c, 5d.) These steps could take place simultaneously or consecutively. Hopefully at the end of these steps, the client would be ready for step (6).

(6) Assessment/Recycling - Clients would evaluate themselves in light of their experiences (and text results) and would exit if a decision had been reached. If not, client would be recycled--probably to step (3) the decision-making model, or perhaps,to the very beginning (step 2). Every client would be asked to evaluate the system/program, especially those who were to recycle, so improvements could be made.

(7) Exit - Clients who had made decisions would exit from the CIC program. Follow-up studies by the counselors are recommended to see what impact, if any, CIC system had on job/career selection and continuity.

RECOMMENDATIONS

It became evident to our Team that various areas of

concern exist in relation to improvement of the existing Career Information Center. With realistic deference to the limited amount of time available, we addressed ourselves almost exclusively to the previously mentioned activities. The following are complementary considerations and suggestions for a more comprehensive approach. They are by no means finished because only time and operation of the System will highlight other adjustments and improvements which should be initiated.

Reorganization of Materials

It is recommended that certain steps be taken to reorganize materials in the CIC along the following lines:

-- color coding pamphlets to match shelving and files by types of information.

-- refiling according to client categories and color codes.

-- shelf rearrangement by client categories and color codes.

-- posterboard area (responsibility for periodic updating of material divided among a number of people).

-- more attractive decoration (fund-raising projects for rugs, furniture; donations).

-- additional materials, deletion of non-current publications.

-- student suggestion box.

-- periodic review with instructors in different areas (to keep current bibliographies of job opportunities, changes in perspective fields).

-- possible relocation to the larger "testing room" in the guidance suite.

Resource People

In order for the CIC System to be developed and to function effectively, some ideas for involving resource people follow:

-- Para-professional student coordinator to work with staff. (Perhaps someone interested in counseling or personnel work; university budget for part-time pay)

-- Early pre-season meeting introducing entire faculty and staff to the CIC and instructing about its purpose, resources, availability to students). On-going as new personnel are employed

-- Soliciting help from art students, interior decorating, design, library science (for filing, coding systems), students from Work-Experience programs in the high schools might perform actual shelf reconstruction, etc., or Lively Technical)

-- Soliciting in-put of ideas from different departments

Testing

The Counseling Department at present has available the GATB, SVIB, California Occupational Interest Inventory, SCAT and Study of Values (Allport-Vernon-Lindzey). In view of the diversified nature of the student body, it appears to be advisable to have a wider range of personality and vocational interest test/inventories in the Department so the Director of Testing can select the test(s) best suited to a particular student client.

After studying evaluations of the more popular instruments in the Mental Measurements Yearbook and conferring with the Director of Testing, the Team suggests the Counseling Department consider acquiring copies of the adult level California Test of Personality, Edwards Personal Preference Schedule, Minnesota Vocational Interest Inventory and the Mooney Problems Check List.

Publicity

The Team's research indicates that TCC students are generally unaware of the existence of the CIC. If they are aware, too few are taking advantage of its services.

Efforts have been made by the Counseling Department to inform students about the CIC and these commendable endeavors should continue. As additional means of publicizing the CIC the Team suggests:

1. A regular column in the student newspaper devoted to career information and the CIC services
2. Career posters on campus bulletin boards, changed regularly
3. In-service training of Faculty Advisors
4. A brochure about the CIC and its services
5. Regular "Career Highlights" in This Week at TCC
6. Initiation of Career Planning course
7. Formation of Future Groups
8. Appearances on campus by people in business,

industry and government sponsored by the CIC

9. Announcements before campus movies are shown

10. Talks to social/civic groups to reach parents

11. Promotion of the CIC during visits to area high schools

12. Articles in local news media

Costs

At the beginning of this project, the TCC Director of Counseling informed the Team that $1,000 is being requested in the 1972-73 College Budget for development of the CIC. To implement the systems approach designed by the Team, it is estimated that the following costs would be incurred:

ITEM	COST
Consultant (To develop materials: half-time for 2 months - 20 hours per week for 8 weeks @ $2 per hour.)	$320
Brochures A, B, C, D (Mimeo, 1,500 each @ $30)	120
Promotional Brochure (Printed, 2,500 @ $150)	150
Audio/Visual Materials (Slide/sound; Induction and Decision-Making)	150
Tests/Inventories (as suggested)	75
TOTAL	$815
BALANCE for acquiring new materials published during the year	$185

APPENDIX A

GENERAL GUIDE TO TCC C. I. C. INDUCTION

Tray 1 - 36 Slides on Sound; 3-M Projector

1. Welcome to the TCC C. I. C.

2. We're glad you came in; if you need help at any stage, please see your counselor for assistance.

3. We think the CIC can help you

4. In these ways:

5. 6. 7. 8. 9. 10. Behavioral objectives: In order to make a good decision regarding educational/vocational goals, we feel you need to know:

    1) A lot about yourself - your abilities, attitudes, interests, preferences, etc.
    2) Current and relevant information about the topic you're researching.
    3) Several realistic alternative plans - based on what you can know about yourself and the information you have gathered.
    4) Specific ways of getting where you want to go.

11. Keeping these in mind, where are YOU?

12. Have an educational/vocational goal; looking for a college?

13. Have a college in mind; need more specific information about it?

14. Know what job/career you want to pursue, but not how to get there?

15. Know the general/broad area of a career and want to get more specific data?

16. Need retraining or more education because you've changed or the job situation has changed?

17. Undecided about where your're going or what job/career you might want?

18. Join the crowd...you're not unique!

19. 20. 21. 22. How this program (slides & CIC) can help you; what to do. Proceed until you have a positive (yes) response, then follow instructions.

23. 24. Searching for a college? Yes, go to pamphlet A. No, proceed.

25. 26. Need data on a specific college? Yes, go to pamphlet B. No, proceed.

27. 28. Know what job/career you want, but are uncertain about how to get there? Yes, go to pamphlet C. No, proceed.

29. 30. Have a general job/career in mind; need specifics? Yes, go to pamphlet D. No, proceed.

31. 32. Have you changed? Yes, go to the appropriate pamphlets A, B, C, or D, ~~according to~~ your needs at this time. No, proceed.

33. 34. Haven't any goals in mind? Don't know where you are, why, or where you're going? Lost? Yes, go to slides 35 & 36.

35. It's time to think about making some decisions; right?

36. Tray two can help you. Go to tray two - decision making model.

APPENDIX B

GENERAL OUTLINE OF CONTENTS FOR PAMPHLETS USED IN TCC CIC TO GUIDE CLIENTS

PAMPHLET "A" - For use by Client I: When searching for a 4-year college or University, consider locale, finances, size of the institution, reputation, degrees offered at what levels, housing, qualifications of faculty, etc.

Resources: Vertical files S.E. Regional Colleges
American Universities and Colleges
American Junior Colleges
The College Bluebook
College Catalogs

Instruction: How to find these resources in CIC

PAMPHLET "B" - For use by Client II

Instruction: How to find descriptive materials on the specific college or university in the CIC.

PAMPHLET "C" - For use with Client III. When thinking about a specific job/career, consider your job preference in the light of skills required, physical requirements, education required, job demand/ marketability, changes in the future, potential income.

Resources: SRA Kit
Publications on certain careers: Dentistry, Teacher's Corps, advertising, accounting, sales, military, TCC vocational program brochures
Career Clippings
Occupational Outlook Handbook
Macmillan Job Guide to American Corporations
Doubleday Carreer Opportunity Series engineering technology, community services and related specialists, health technicians, marketing, business office and office specialists

Bluebook of Occupational Education
DOT
Encyclopedia of Careers and
Vocational Guidance
Vertical vocational files
Educational/cirricular materials
(Catalogs, etc.)

Instruction: How to locate and use these resources

PAMPHLET "D" - For use by Client IV. When client has only a broad career classification in mind, but is uncertain about specific job, consider: skills required, physical requirements, education required, demand for workers and client's probable preference, age, time to get ready for job, potential income and status of job.

Resources: The same as for Client 3

Instruction: Same as Client 3

APPENDIX C

DECISION-MAKING MODEL SCRIPT
(Tray 2 of slide series)

Slide 1: Effective Problem Solving

Slide 2: What is Effective Problem Solving?

It's a systematic process of coping with matters of concern to you. - AND-
It's a self-directed learning program.

Slide 3: What do you do in this self-directed learning program?

Slide 4: You learn the steps in Problem Solving and then apply problem solving process to your own vocational and educational planning.

Slide 5: The program is largely in written form. Your success depends on the seriousness and thoroughness of your written responses. Many questions are asked and much effort on your part will be required to arrive at the answers.

Slide 6: You will need to be on guard against reaching quick, vague, or superficial answers to the questions. To do yourself justice, you will need to give careful and serious thought to all the questions.

Slide 7: These materials are arranged in a sequence. Your work on one part is necessary for the later steps to be of value to you. For the soundest planning you need to work through these materials step by step.

Slide 8: You may find that there are some things missing which you regard as important to consider in your planning. There are places to add these into your planning as you go along.

Slide 9: The Counselor's part in this process is threefold:
1) to provide the materials which are designed to stimulate your thinking and planning
2) to clarify things you do not understand in the process
3) to act as a consultant to your problem solving efforts

Slide 10: Steps in Problem Solving

Slide 11: We can describe a number of steps involved in the process. By understanding these, you can apply them to yourself and the task at hand now--that of vocational and educational planning--and to problems which confront you in the future.

Slide 12: The 6 steps are:

1) define the problem
2) gather relevant information
3) weigh the evidence gathered
4) choose among alternative plans or goals
5) take action on your plans
6) review your plan periodically

Slide 13: For a closer look at these steps -----

Slide 14: Step 1 - Define the Problem
You have to know what the problem is in order to be able to solve it. You must begin by defining the problem or task in a clear fashion--the clearer it is, the easier it will be to solve and the better will be the solution.

Slide 15: A common error is to believe symptoms are the problems. For example, an inability to study is really a symptom of a problem. The problem may be weak study habits, distractions over relationships with other people, etc. To solve a problem you must attack it--not some surface symptom.

Slide 16: The problem you will work on here is one shared by many others. This is the problem of planning your career--making vocational and, perhaps, educational plans as well. You will work toward arriving at well-considered answers to the following questions:

1) for what kind of vocation am I best suited
2) for what kind of alternative vocations am I best suited
3) for what kind of education or training am I best suited
4) for what kind of alternative education or training am I best suited

Slide 17: How important is vocational and educational planning? You will spend more of your adult life in your career than in any other single activity. Effective

solutions are satisfyine to live with--ineffective ones are hard to live with and hard to overcome.

Slide 18: Now the problem is defined. What is the next step?

Slide 19: Step 2--Gather Relevant Information
First of all, in this step, you need to identify what kinds of information are relevant. For the educational-vocational problems concerning you, some areas to consider are: study, academic ability, academic achievement, work experiences, leisure experiences, interests, others' expectations, occupational and educational facts.

Slide 20: Secondly, in this step, you need to gather these kinds of information about yourself, that is, find out the facts regarding yourself in each of these areas.

Slide 21: Step 3--Weigh the Evidence
This step refers to considering each bit of information you have gathered about yourself. Where do you stand? How do you evaluate yourself?

Slide 22: Step 4--Choose Fist and Alternate Plans or Goals
Here is the step where you combine your evaluations covering all the information you have gathered.

Slide 23: Keep in mind that some of this information is more important and should be weighed more heavily than other information.

Slide 24: What first plan and what alternative plans best fit all of the information you have gathered and weighed? A good check on the soundness of your plans is to determine whether your plans follow consistently from the definition of the problem and the information you have gathered and weighed. If they do--fine. If they don't--revise your work.

Slide 25: Step 5--Taking Action on Your Plans
What can you do now to further these plans? What can you do in the future to further them?

Slide 26: Step 6--Periodic Reviewing
Your plan or goal should be the best one possible at this time. But as you gather additional experience, these plans should be reviewed in light of

your accumulating experience. Any plan should be reviewed periodically and updated as needed.

Slide 27: To review--the 6 steps of the problem-solving process are:

1) define the problem
2) gather relevant information
3) weigh the evidence gathered
4) choose among alternative plans or goals
5) take action on your plans
6) review your plan periodically

Slide 28: By following these six steps, you should have not only sound plans, but sound reasons as to why you are pursuing them. There is considerable comfort in having a sound plan for your educational and vocational future.

Slide 29: With this background, you are ready to start the Effective Problem Solving process. If everything so far is not clear, check back to clarify your thinking, or ask the Counselor about what is unclear. If things so far are clear--see the Counselor for the first of the twelve written sections that constitute this program.

Slide 30: After completing each part, you will want to see the Counselor to go over what you have done and perhaps generate further questions to explore. Remember--you will need to give careful and serious thought to all the questions in order to do yourself justice.

Slide 31: Good luck and happy exploring!
Be sure to see the Counselor any time you have a question or are unclear about anything.

The actual decision-making model suggested for use can be found in Behavioral Counseling, by John D. Krumboltz and Carl E. Thoresen, pages 343-396. Adaptations will be necessary for use at TCC, but we feel that basically it is a very helpful tool and highly recommend its use.

APPENDIX D

CIC EXPERIENCE EVALUATION SHEET

1. What prompted you to come to the CIC? (please check)

   student newspaper _____

   posters on campus _____

   faculty or staff member _____

   CIC brochure _____

   another student _____

   other _____

2. How many times have you visited the CIC since September 1972?_____

3. How many hours did you spend at the CIC?_____
   How many of these hours were spent with a counselor?_____

4. Were you able to place yourself in one of the six client categories? _____ If not, please give more details as to why:_____

5. Were the slides understandable and explicit? _____
   If not, do you have any suggestions for improvement?_____
   _____

6. Were the pamphlets understandable and explicit?_____
   If not, do you have any suggestions for improvement?_____
   _____

7. Were you able to locate and use the information you needed?_____ If not, what not?_____
   _____
   Do you have any suggestions for improvement?_____
   _____

8. If you saw a counselor as part of your experience at the CIC, at what point did you contact her? (please check)

   after the introductory slides _____

during or after you used the pamphlets_____

during information seeking _____

during or after the decision-making slides _____

during the decision-making model _____

during or after the evaluative process _____

other _____

9. Please rate the following, where appropriate: 1--very helpful
2--helpful
3--not helpful

introductory slides _____

pamphlets _____

decision-making slides _____

decision-making model _____

counselor conferences _____

future group _____

career planning course _____

testing _____

resources used (e.g.--DOT, SRA Kit, catalogues) _____

10. Was the overall experience very helpful, helpful, or not helpful? (circle one)

11. Were you able to formulate alternatives and make a decision regarding your educational/vocational plans? _____ Did the CIC help in this process? _____

12. Suggestions:

APPENDIX E

SELF ASSESSMENT CHECKLIST

1. Do you have a good understanding of yourself--your abilities, interests, attitudes, preferences? _____

2. Do you have various alternative plans of action regarding your educational/vocational goals? _____

3. Do you have sufficient accurate and current information regarding these alternatives?_____

4. Are you able to list these alternatives in a hierarchy from most preferred to least preferred, and choose the one you plan to pursue? _____

5. Do you have ideas as to how to begin to pursue your plans? _____

6. Do you see the need for periodic reviews of your plans and goals? _____

We feel that YES answers are necessary to all of the above questions for useful and satisfying decisions regarding educational/vocational plans to be made. If you have not answered YES to the above questions, we would strongly suggest that you contact a counselor for further help and suggestions in the educational/vocational decision making process.

APPENDIX F

FUTURE GROUP GUIDE

Pre-Session

Tests: Strong, CPI, Value

Sessions

I. Centering on self--I am's. Trust building (Past decisions). Fantasy and begin log.
   1. Write truest 10 "I am" sentences
   2. Purpose--goals of future group
   3. Breathing--body focus
   4. Fantasy 'rerun'--from 5 minutes ago to present
   5. DUE--include happiest moments, decisions, facts
   6. Talk of fantasy--key to future
   7. Diary--where are you now?

II. Scope of info. available. Values-Lifestyles stuff. Career Areas Library--Placement Office
   1. Key joke
   2. Fantasy--'Paradise' Otto dyads
   3. Diaries--what new things have I learned about myself? What new actions do I want to take?

III. Relationship with others. Present work style. Self-fantasy--log.
   1. Fantasy--'Robot--Village Idiot'--Stevens dyad
   2. Sentence completions dyads
   3. Fantasy--'Mirror Image'--Stevens dyads--how was it to lead, follow, struggle
   4. Fantasy--'Encounter of Present Self and Actualized Self.'
   5. Diaries--What new things have I learned...

IV. Future (Projections of self into).
   1. Group fantasy
   2. Ten sentences "You are..." for each member of group
   3. Fantasy--'Wise Man'--Stevens dyads
   4. Diaries

V. Reality inputs (test results, I am's, you are's, etc.). Dyads--Counseling each other.
   1. Group Strong Interpretations

2. Mini lecture--test interpretations
3. Counseling dyads, discuss--I am's, you are's, tests
4. Group leveling--resentments--appreciations
5. Diaries

VI. Review--Pull together. Write--Past/Now/Future.
1. Group talk
2. Fantasy 'Existential Encounter'--Otto writing
3. Group appreciations
4. Ten new I am's
5. Diaries--tonight's session, total session

FUTURE GROUP LOG

Name _____ Date _____

How has this experience been for you?
(What was most helpful to you? least helpful to you? be specific?)

How do you feel this experience has been for the group?
(What things worked? What bummed out? What did the leader do that was most helpful to the group? least helpful to the group?)

Free Form Feedback--any additional comments, complaints, suggestion? (Feel free to use backs)

N. B. For more information about Future Groups, contact the Counseling Center, Florida State University.

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